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Tadcaster

Grammar School



Year 11 Information Evening Slides

Welcome to the Year 11 Information Evening

- **Year 11 Tutor Team**
- **Miss Claire Higginson** - Year 11 Leader
- **Mr Matt Gill**- Deputy Headteacher [SLT link to Year 11]
- **Ms Tracy Bull** - Pastoral Leader
- **Mrs Elizabeth Stubbs**- Head of KS4 Mathematics
- **Mrs Helen Lawson**- CEIAG, Business and Community Links Manager

Plan for the evening:

Time	Session	Staff
5:30pm	Meet and greet, tea and coffee - opportunity to liaise with your child's Form Tutor, pick up subject postcards.	All Year 11 Tutors
5:45-6:10pm	'The journey to the finish line.'	Miss Higginson (Year 11 Leader)
6:10-6:25pm	Resilience: Revision Tools and techniques	Mr Matt Gill (Deputy Headteacher)
6:25-6:30pm	Ambition	Ms Elizabeth Stubbs (Head of KS4 Mathematics)
6:30-6:45pm	The Post 16 Programme	Mrs Helen Lawson (CEIAG, Business and Community Links Manager)
6:45-7:00 pm	Open Evening & Sixth Form	Miss Higginson and Mr Gill



Miss Claire Higginson- Year 11 Leader

Class of 2026!



Tadcaster
Grammar School

Be your best self





'The journey to the finish line'.

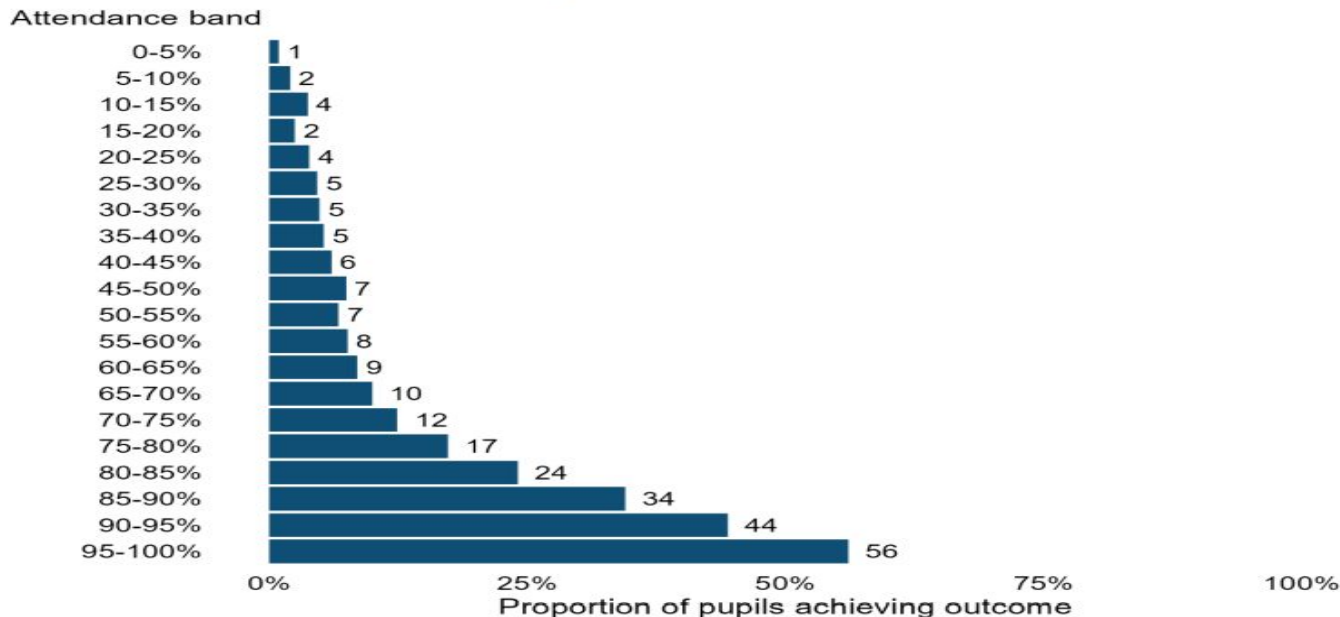


- We are all in this together.
- It is going to be tough but it is going to be worth it.
- Little and often and starting early with revision. Revision timetables.
- Sleep, eat, revise, exercise, repeat. (Phones and downtime.)
- Everything and anything you can do, will help.

Attendance

The DfE research (2025) suggest that pupils with 95-100% attendance were 1.6 times more likely to achieve the expected outcome in English and maths than pupils with 90-95% attendance and 2.4 times more likely than pupils with 85-90% attendance.

Figure 6 Proportion of pupils in each 5% attendance band for Year 11 achieving Grade 5 or above in English and Maths GCSE at the end of KS4



Department for Education (2025)



ATTENDANCE



Key dates:

Mock Exams:

November Mocks - Start after half term. (2 weeks)

Monday 10th November- Friday 21st November

February Mocks- (2 weeks)

Monday 9 February - Friday 27th February 2026

Progress Reports & Subject Parents Evening:

Year 11 (1/3) **October 2025** - First report of year 11.


Year 11 Report (inc. Mock results) (2/3) **December 2025**.)

Year 11 Parents Evening **Wednesday, 14 January** 2026
3:30pm- 7:30pm. (Subject appointments)

Year 11 Parents Evening **Thursday, 15 January** 2026
3:30pm- 7:30pm. (Subject appointments)

Year 11(2) Parent Information Evening **Wednesday 21st January 2026**

Year 11 Report **March 2026** - Final report before
GCSE/KS4 exams begin.

<u>Day-</u>	<u>Subject-</u>	<u>Venue and time-</u>
Monday	Science  (Invitation only)	Science 3:15pm-4:15pm
Tuesday	Maths  (open to all) <u>Past Papers Society</u>	ILC 3:15pm-4pm
Wednesday	‘Work Out Wednesday’  Self study and subject specialists. This week- Geography, History.	ILC 3:15pm-4pm
Thursday	English  (open to all- autumn term) <u>English Revision Club</u>	ILC 3:15pm-4pm

EXAMPLE- A finalised copy will be shared with parents and students 08/10/25.



"WORK OUT WEDNESDAYS"

Let your brain do the work and come to the ILC for specialist subject support or self study!

Every Wednesday 3:15-4pm in the ILC.

<u>Date:</u>	<u>Teachers Initials:</u>	<u>Subject Specialist:</u>	<u>Location and time:</u>
Wednesday 8th October	TBU/CHI	Geography, History, Computing.	3:10-4pm ILC
Wednesday 15th October	TBU/CHI	French , Art, Photography.	3:10-4pm ILC
Wednesday 22nd October	TBU/CHI	German, Health and Social, RPE, PE and Sports Studies. Electronics.	3:10-4pm ILC
Wednesday 5th November	TBU/CHI	French, Business, DT, Hospitality and Catering and Food and Nutrition.	3:10-4pm ILC
<i>*Wednesday 12th November</i>	TBU/CHI	MOCKS	3:10-4pm ILC

Developing Effective "STUDY HABITS"

Successful students have learned how to study smarter, not harder. Effective approaches to share with student include:



Choose specific times to study
a routine helps mental preparation to study.



Set specific goals for each study period
this helps to stay focused so it is easy to evaluate progress



Stick to the plan
delaying a study session because of a difficult assignment is only procrastinating and can mean sloppy and rushed work later.



Tackle the difficult assignments first
when mental energies are highest.



Review class notes
before beginning an assignment to be sure all instructions are understood.



Ask for help
when it is needed sometimes a task related call to a classmate is all that is needed.



Take short breaks
during studying to refresh energy



Plan on reviewing
what has been covered in class to identify what subject matter is most important

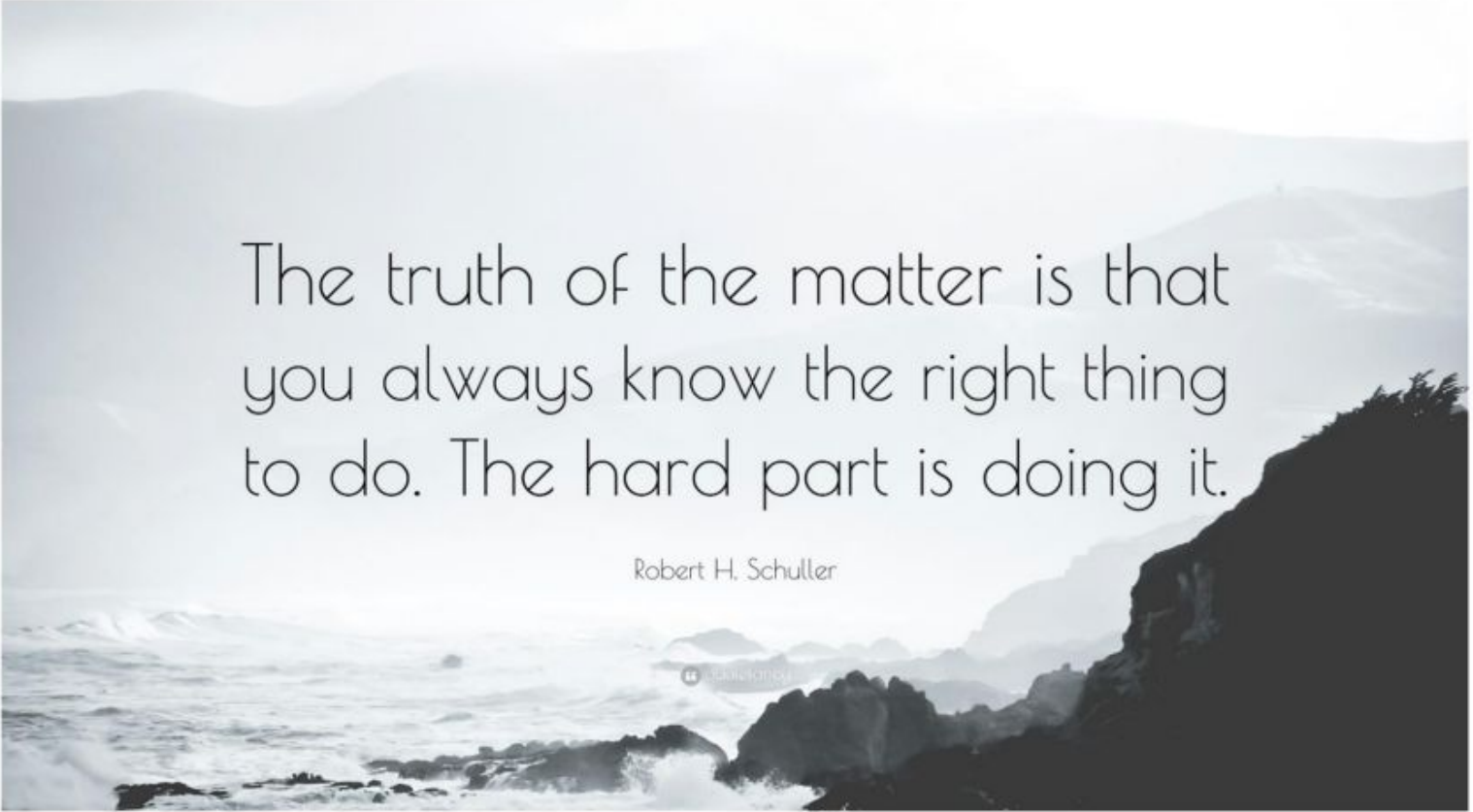


Maintain a positive attitude
even if a subject seems difficult; shift priorities and spend a little more time in these areas.

www.teachnkidslearn.com



Mr Matt Gill- Deputy Headteacher



The truth of the matter is that
you always know the right thing
to do. The hard part is doing it.

Robert H. Schuller



Tools for Revision - How do I revise?

- Spaced Practice - Get organised
- The One stop shop
[<https://sites.google.com/tgs.starmat.uk/keystage4parentsandstudents/home>]
- Active Recall - Flashcards and cue cards
- Make it Visual - Mind-mapping
- Teach it Back - Talking and quizzing each other [friends and family]
- Exam Practice - Past Papers and mark schemes
- <https://tgs.starmat.uk/year-11-information/>

Resilience - our analysis

- Our exam analysis from last year
- Many students did not attempt the longer/more difficult questions
- It's our job as teachers and parents to show the students how to push through difficult tasks and circumstances and to expect more of themselves

Resilience - What are we doing?

- "We can do hard things"
- Can do attitude and support inside and outside of the classrooms
- Independent practice of longer tasks in lessons, including strategies for tackling them step by step
- Constant discussions and support about revision during period 1
- Encouragement and identification of resilience - -Positives on Classcharts

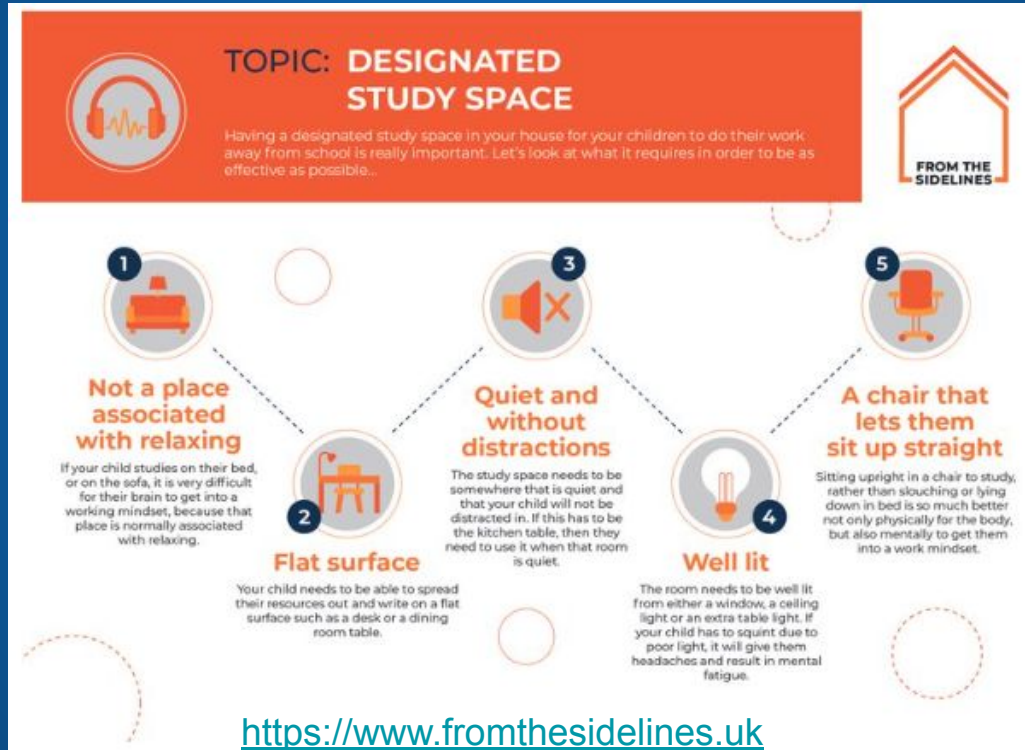
Resilience - How can you help?

- **Listen** - tea time table discussions - building resilience here
- **Support** - Minimise distractions during study time [no phone/no music]
- **Encourage** - Let them sit and struggle a little. Encourage them to use our school resources to make a start, supervise, clear a suitable space, help with organisation.
- **Please keep in touch**- Get in touch with your son/daughter's tutor, Year team. Subject teachers can also be contacted for specific subject related questions.

Final top tips to 'Help them through it'

- **Number 1 - create a study space**
- **Number 2 - silent focus**
- **Number 3 - Danger of distractions and mobile phones**

Create a study space



Silent focus



Danger of distractions and mobile phones



Mrs Elizabeth Stubbs - Head of KS4 Mathematics

Encouraging Ambition

Challenging

“But I only need a 4”

These targets are set by staff in school they are ambitious but achievable.

If student forecasts are lower than their target you can support them by having conversations at home about what they can do, please do follow up with subject staff if needed. The forecasts are where staff expect them to get to in the Summer, not the grade they are currently working at.

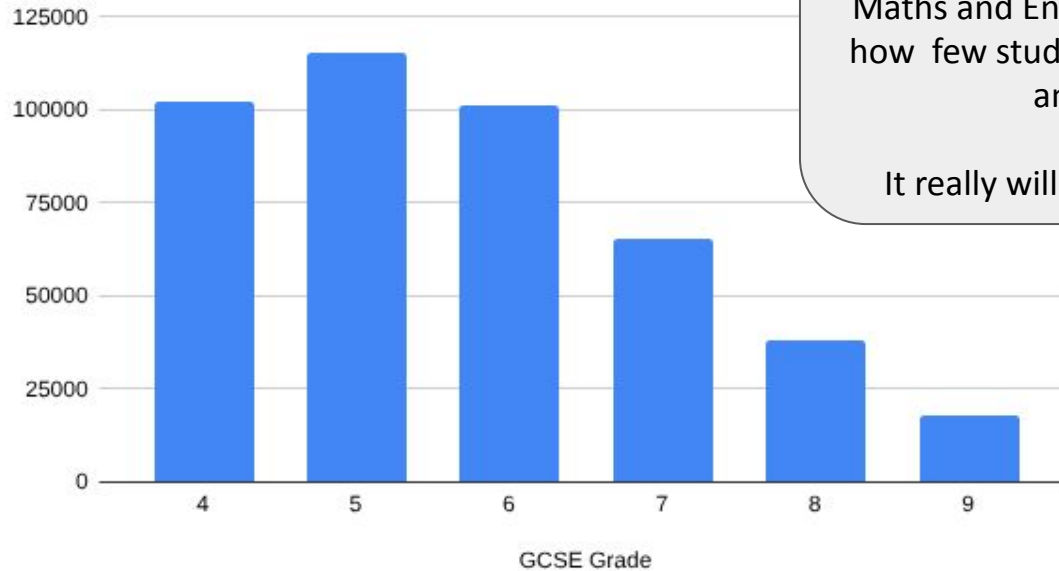
Subject	Staff Target Grade	Forecast Grade
English	4	3
Maths	6	4
Biology	5	4
Business Studies	5	5
Chemistry	5	4

Why does a grade 6 matter?

These are the grade distributions for Maths and English in 2025 - look at how few students gained a grade 6 and above.

It really will help you stand out

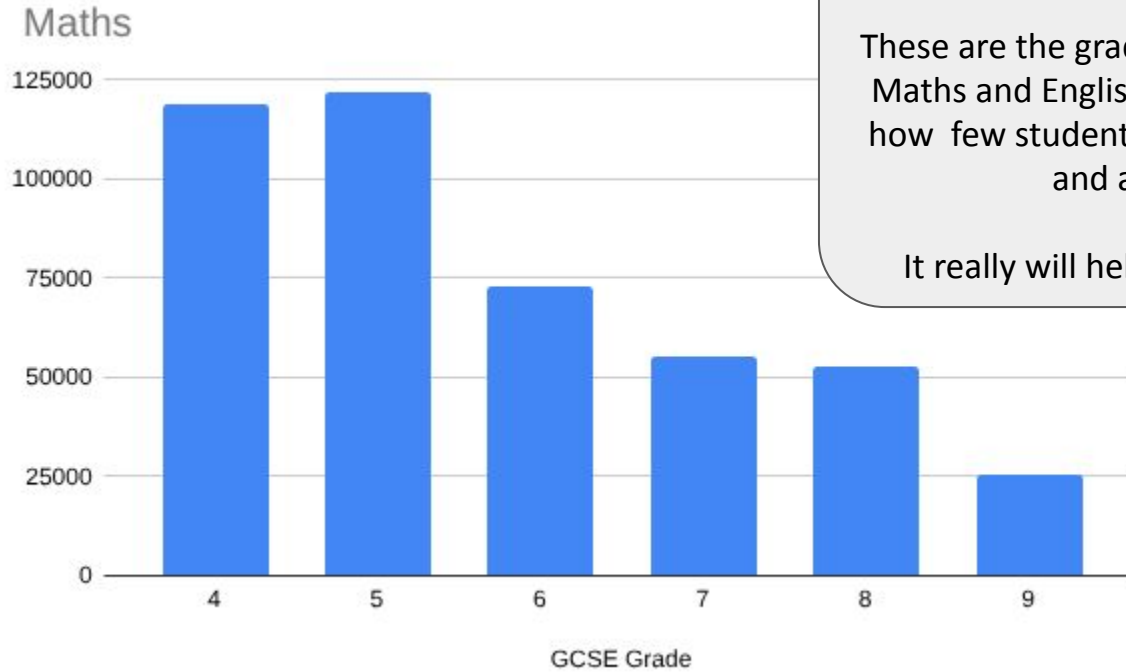
English



Why does a grade 6 matter?

These are the grade distributions for Maths and English in 2025 - look at how few students gained a grade 6 and above.

It really will help you stand out



Will not having a “6” impact their future?

None of us knew our pathway at 16, perhaps a 4 is all that is needed to open the next door but it could become a barrier later - Be Ambitious

University Entry Requirements can include GCSE results

Bristol University - Degree in Psychology

Cardiff University - Degree in Law

Applicants must also meet these requirements

GCSE profile requirements

Higher numeracy requirement (6 or B in GCSE Mathematics or equivalent).

You must have or be working towards:

- English language or Welsh language at GCSE grade B/6 or an equivalent (such as A-levels).

Mrs Helen Lawson- CEIAG, Business and Community Links Manager

Post 16 Options After Year 11 GCSEs

College

- > Study a vocational course, Level 1, 2 or 3, or A-Levels.
- > T-Levels available at certain colleges from September 2020.
- > Independent learning leading to work, University or an Apprenticeship.

Apprenticeships

- > Traineeships available at Level 1.
- > Apprenticeships available at Levels 2 & 3.
- > Earn as you learn. Wages + Employment + Qualifications.
- > Leading to full time employment.

Sixth Form

- > A-Levels with the possibility of some vocational options.
- > Leading to work, University or an Apprenticeship.

All students must secure a **Post 16 destination** to begin no later than the **September after finishing Year 11**. This is a government initiative in England, known as Raising the Age of Participation. That requires young people to continue in some form of education or training until their 18th birthday.

If your child fails to secure an approved Post 16 destination they will be classified as a 'NEET'. (NEET stands for 'Not in Education, Employment or Training'). This can impact your access to child related benefits. When your child leaves approved education or training, payments will stop at the end of February, 31 May, 31 August or 30 November (whichever comes first).

What we recommend to students

- ★ be curious, be inquisitive, be open-minded
- ★ Study subjects which are of interest/support occupation pathways.
- ★ Be realistic about course choice.
- ★ Explore academic, technical and vocational pathways.
- ★ Make decisions based on information and not influence.
- ★ Forward plan beyond the next stage.

What we ask to discuss at home...

Is there an apprenticeship route?

Will your child be workplace ready after finishing Year 11?

Dates - Open Events, Taster Days and Application Deadlines

What's your child's predicted grades?

Are they being realistic with their course choices?

What subjects does your child excel in and enjoy at school?

Are there new subjects or courses they can study?

A "Plan B" option:
A fallback choice to be pursued if the first option becomes unavailable or unsuitable for any reason.

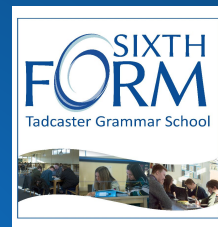
What's your child's learning style?

Do they want to continue in full time education?



We support every student with...

- Post 16 destination signposting
- Apprenticeship guidance - Future Me Apprentice
- A review of their Year 10 Post 16/Career planning one to one appointment action plan.
- Dedicated Tutor time for supporting Post 16 and introduction to Post 18 Pathways
- Further/Higher Education and Employer Talks
- CV and Interview preparation
- Mentoring Support
- Year 11 - Post 16 Guidance Drop-in every half term during Period 1



It is the **student's responsibility** to submit their own Post-16 application(s). Applications **cannot** be completed or submitted by school staff. This is due to **GDPR** (General Data Protection Regulations). **Students** must create their own application account with the provider, complete their application accurately, and submit by the deadline.

Our support is delivered by ...



CEIAG
Year 11

During Year 11 you will be making your Post 16 application. You will learn about the importance of a growth mindset to aid career success.

Next Steps



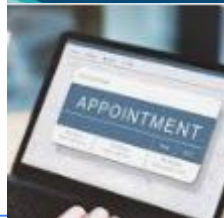
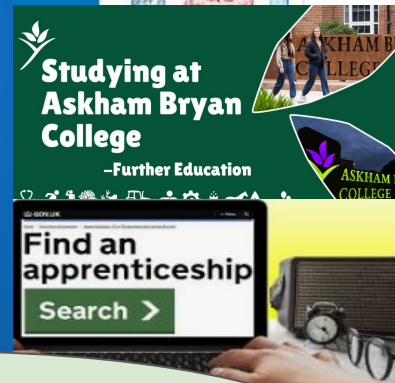
Activities and Period 1 Sessions

Self Awareness - Employability Skills - Would you employ yourself? Your personal development plan. The importance of extra-curricular and super curriculum activities for supporting employment and university applications. What's your Plan B? What skills do you have? How can you develop your skills? Who or what influences you? Making your Post 16 choice. Preparing for an interview. How to handle setbacks and challenges. Do you need a Plan B? Understanding the post 16 education application process. Apprenticeship applications. (GB 1, 2, 3, 4, 5, 7, 8 CDI: Create, Grow, Explore, Manage, Create, Balance PSHE: L2, L3, L4, L10)

Life Aspirations - Create your personal development plan. (GB 1, 2, 3, 4, 5, 7, 8 CDI: Create, Grow, Explore, Manage, Balance, PSHE: L11, L12)

Subjects and Careers: How important are your subject qualifications? (GB 1, 2, 3, 4, 8 CDI: Manage PSHE: L2, L3, L6, L7)

What is Work - Why do some jobs pay more than others? What is income tax and how will it affect me? What is work-life balance? (GB 3, 8 CDI: Future Jobs. Understanding the workplace (GB 1, 2, 3, 6 Grow, Explore, Create, See PSHE: L7, L8, L10, L13, L14, L15)



Post 16 Providers
Information
&
Open Events
2025/26

BBC
BITE SIZE
Careers Tour

This slide provides an overview of the topics delivered to students through Period 1 by their Form Tutor, and at other times by the Careers Team.



Post 16 Planning Key Dates

Sept to Nov

Research Options



Oct to Nov*

Explore and Shortlist



Jan onwards*
Respond to Offers



Nov to Feb*
Apply



OPEN EVENING

May and June
Exam Time



July onwards

Post 16



August

Results Day



August

*Apprenticeship recruitment is all year, with many employers advertising vacancies suitable for school leavers from October through to summer. Therefore the above key dates may differ for those seeking an apprenticeship.

This timeline is to demonstrate to students/parents/carers the key timings of Post 16 start to finish.

Be your best self

Tadcaster Grammar School Sixth Form



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We would like to invite you to the...

Be your best self

Please pre-register
your attendance at our
Open Evening, by visiting
www.tgs.starmat.uk
or scanning this QR code:



We would like to invite you to our

Sixth Form Open Evening

THURSDAY 9TH OCTOBER 2025 : 6.00^{PM} TO 8.00^{PM} - WELCOME SPEECH: 6.30^{PM}

TADCASTER GRAMMAR SCHOOL : TOULSTON : TADCASTER : LS24 9NB : Telephone: 01937 833446